



Foundations of Infant-Family and Early Childhood Mental Health Transdisciplinary Mental Health Practitioners

Syllabus (Group A)

September 16, 2017 –April 21, 2018

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Meeting Location: Hartnell Alisal Campus, 1752 E. Alisal Street, Salinas, CA 93905

Course Overview

This is a course for professionals from multiple human development and education disciplines. This group will be for participants new to the Foundations of Infant-Family and Early Childhood Mental Health training program and for participants who have had less than 10 training sessions in this training program in the past 5 years.

Sessions present up to date evidence informed or evidence based information to support providers in expanding their knowledge and skills. Information is trauma informed and meant to encourage reflection about meaningful application in different settings. Content of the sessions is aligned with the eight knowledge areas from the California Training Guidelines and Personnel Competencies for Infant-Family and Early Childhood Mental Health. Your attendance is tracked and the number of hours you have in each knowledge area is reported in the spring a few weeks after the last session.

Participants in the sessions are often at different levels of experience and knowledge and the interactive nature of the presentations fosters mutual learning. Information is presented in brief lectures, learning activities, and in discussion about vignettes and case examples related to the content of each session. Guidelines for confidentiality in use of these examples will be developed and discussed with participants.

Relationships are the gateway to our understanding of self, each other, and our world. For providers creating safe, nurturing and trusting relationships with the families we serve is one of the most powerful tools we have for helping to support positive change, growth and healing. Our relationships with adults in a family impact their ability to connect more positively with their children. Our awareness of what a parent and a child bring to relationships is essential so we can help families find additional supports they may want.

California Board of Registered Nursing (BRN) contact hours and California Association of Marriage and Family Therapists (CAMFT) continuing education are offered for F5MC IFECMH Training Programs completion of evaluations or forms as determined by the specific granting agencies. Provider approved by the California Board of Registered Nursing, Provider #CEP 13323, for 30 contact hours. WestEd CPEI is approved by the California Association of Marriage and Family Therapists (CAMFT) to sponsor continuing education for F5MC IFECMH Training Program participants under #CEP 135222. WestEd CPEI maintains responsibility for F5MC IFECMH training programs and their content.

As professionals, in order to examine the value of relationships, we must work first to create safety while building relationships. In this group we hope to provide safety and connection with one another so that we are more able to consider these elements in our work with families.

Special Considerations in This Class

- There will be opportunities to reflect on our work and life experiences and to bring examples to particular discussions. As we do this please remember to keep all information shared confidential within this group, and to avoid using any names or sharing information that would be easy to identify. We will take some time in our first meeting to identify communication guidelines for the group.
- Signing in. Your attendance is tracked so be sure to sign in both in the morning and for the afternoon session. Continuing education hours are provided for LMFTs, LCSWs and nurses so your license number and sign in is required.
- Cell phone. Please keep your cell phone off and do not use it while in session. If you need to be on call because of a family or work need, keep your phone on vibrate, and step out of the room to respond to a call or text.
- In the afternoon participants will move into small cross disciplinary groups for vignette dialogue sessions. These groups will focus on the application of the morning content and building our multidisciplinary collaboration and reflective practice skills.

Readings, Videos, Podcasts, Resource Materials and Reflective Questions

There is a great deal of evolving information and knowledge in the field of infant and early childhood mental health and development. We know you have limited time so we have provided both print, video, and audio resources so you can more easily access information and add this information to your professional resources.

Each session is outlined in a chart below. Note that instructors may add additional resources and any additions will be noted in the e-mail you receive a few weeks prior to the session. This e-mail lists all links for materials.

- The readings and videos listed in the left hand column are the most fundamental material for the session.
- In optional readings and further exploration, you will find more resources related to the topic for participants ready to go dive in deeper.
- Participants may submit up to two separate reading responses for any of these materials. Reading response forms are submitted to ifecmhmc@wested.org and can be submitted before the session or up to two weeks after the session. All questions on the form must be answered and each submission must be on a separate reading response form including the date of the session and your name.
- You can also use the reading response form to develop a response to any of the reflective questions. When choosing to respond to a reflective question, participants will receive a point for responding to two reflective questions in their written response; please prepare at least one paragraph for each question.
- The facilitators will respond to your response via e-mail. Each completed reading response will be counted for one hour of learning time in a particular knowledge area.

Recommended Texts: These materials are optional, but are recommended:

- Powerful Interactions: How to Connect with Children to Extend their Learning, Dombro, Jablon and Stetson
- The Emotional Life of the Toddler, Lieberman, Alicia

Recommended Websites:

- Center for the Developing Child centerforthechild.org
- Zero to three zerotothree.org
- The National Child Traumatic Stress Network (NCTSN) nctsn.org
- Early Childhood Learning and Knowledge Center (ECLKC)
<https://eclkc.ohs.acf.hhs.gov/>
- National Association for the Education of Young Children
<http://www.naeyc.org/>

Note: You will receive an e-mail with your reading/viewing/listening assignments as indicated on these syllabus two weeks before each scheduled session. Note that instructor may add additional readings at that time.

Course Schedule

Session One:

September 16, 2017

Our Journey Together: An Orientation

Alignment with California Competencies

Domain 1

Knowledge Area A: Parenting, Caregiving, Family Functioning and Parent-Child Relationships. 3.5 hours

Knowledge Area G: Multidisciplinary Collaboration. 1.5 hours

In this first session, we will get to know each other and orient ourselves with what the next 6 sessions will look like. We will familiarize ourselves with the knowledge areas. We will navigate together various websites that would be great resources for deepening your learning and enhancing your work with children and families.

Objectives:

1. Participants will become familiar with the knowledge areas and get an overview of the key concepts and competencies that will be learned in the seminar series.
2. Participants will be oriented with the expectations for this seminar series and will have a chance to ask questions.
3. Participants will learn how to navigate various websites and obtain ideas on how to use websites to enhance their work.

Readings September 16, 2017	Optional Readings & Further Exploration	Reflective Question(s)
<p>Written Materials:</p> <ul style="list-style-type: none"> • Communication Guidelines for Multicultural Interactions. (Early Intervention Services—HANDOUT ARTICLE) • California Training Guidelines and Personnel Competencies for Infant Family and Early Childhood Mental Health-Compendium <p>Websites/Video Clips/ Podcasts:</p> <ul style="list-style-type: none"> • Video. Core concepts in Early Development: Serve & Return Interaction Shapes Brain Circuitry. <i>Center on the Developing Child</i>, Harvard University http://developingchild.harvard.edu/resources/three-core-concepts-in-early-development/ • Video Change the First Five Years. https://www.youtube.com/watch?v=4zsF96H8ENw • Video Brain Builders: https://www.youtube.com/watch?v=OQTfmnYB7I0&t=54s 	<p>For further exploration this month spend time on the suggested websites on page 3.</p>	<p>Reflective Question(s):</p> <ol style="list-style-type: none"> 1. In what ways does working with infants, young children and families seem important to you and your community? 2. What terms or concepts were new or unclear would you like to talk about more? 3. What thoughts come up for you as you consider the multitude of internal and external factors that can impact a child's development and well-being? 4. What are you most curious about as you begin to take on more in-depth learning about infants, young children or families?

Session Two:

October 14, 2017

Self-Awareness and the Use of Self in Relationship-Based Work

Alignment with California Competencies

Domain 1

Knowledge Area A: Parenting, Caregiving, Family Functioning and Parent-Child Relationships. 3.5 hours

Knowledge Area G: Multidisciplinary Collaboration. 1.5 hours

Participants will be oriented to relationship-based work and begin to carefully think about how the complexity of our experiences impacts the work with young children and families. Participants will learn about and sharpen essential skills in relationship-based work. Participants will practice increasing their capacity to notice and attend to their thoughts, feelings and behavior in order to enhance their relationship and be more intentional in their professional work with young children and families.

Objectives:

1. Consider how providers' relationships with parents might impact parent-child relationships.
2. Develop an understanding of the ways parent-child relationships can promote positive development and resilience in young children and families.
3. Discuss and define relationship-based approaches that are anchored in reflective practice and self-awareness through interactive exercises.
4. Consider the role of use of self in early childhood and early intervention settings exploring how culture and contextual differences impact the family system.
5. Begin exploring how culture and contextual differences shape the family system.

Readings October 14, 2017	Optional Materials for Further Exploration	Reflective Question(s)
<p>Articles:</p> <ul style="list-style-type: none"> • Heffron, Mary Claire, Ivins, Barbara and Weston, Donna R. (2005). <i>Finding an Authentic Voice, Use of Self: Essential Learning Processes for Relationship-based Work.</i> • Heffron, Mary Claire, Zero to Three (1999) <i>Balance in Jeopardy: Reflexive Reactions vs. Reflective Responses in Infant/Family Practice.</i> 	<p>Websites/Video Clips:</p> <ul style="list-style-type: none"> • Building Core Capabilities for Life: The Science Behind the Skills Adults Need to Succeed in Parenting and in the Workplace. <i>Center on the Developing Child, Harvard University</i> http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2016/03/Building-Core-Capabilities-for-Life.pdf • Dr. Dan Siegel Inspire to Rewire website: http://www.drdansiegel.com/resources/wheel_of_awareness_thanks/ <p>Join the community by simply indicating your professional field. Listen to the first audio or scroll down to the written guided mediation PDF.</p>	<p>Reflective Question(s):</p> <ol style="list-style-type: none"> 1. In what situations in the past have I become aware of my internal reactions during an interaction with a child and their family? How did I manage those feelings? 2. How do I decide when and how to use aspects of my life experience when helping a family? 3. What terms or concepts were new or unclear to me?

Session Three:

November 18, 2017

When to Worry About a Child's Social-Emotional Well-Being

Alignment with California Competencies

Domain 1

Knowledge Area B: Infant, Toddler and Preschool Development. 2.5 hours

Knowledge Area E: Observation, Screening and Assessment. 2.5 hours

Participants will review the components of social emotional development and increase awareness of red flags, particularly concerns with the caregiver-child relationship. Participants will become familiar with some of the more prevalent DC0-5 diagnoses and learn when to make mental health referrals.

Objectives:

1. Participants will recognize key signs and symptoms of the different types of distress in young children. Participants will learn to consider what behaviors such as “tantrums and aggression” are communicating to their caregivers.
2. Participants will improve skills in observing infants, toddlers and preschoolers.
3. Participants will discuss the role of teachers and others in observing and supporting children’s social emotional development.
4. Participants will consider a variety of ways to use observational information including when and how to provide feedback to other caregivers and collaborate with caregivers to support the child.

Readings November 18, 2017	Optional Readings & Further Exploration	Reflective Question(s)
<p>Articles:</p> <ul style="list-style-type: none"> • Red Flags for Social Emotional Development of Children to Age 5 • In Brief: Early Childhood Mental Health <p>http://46y5eh11fhqw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2015/05/InBrief-Early-Childhood-Mental-Health-1.pdf</p> <p>Websites/Video Clips:</p> <ul style="list-style-type: none"> • Zero to Three. http://www.zerotothree.org Scroll down to Download DC0-3R Diagnostic Guidelines Axis 5 Emotional and Social Functioning https://www.zerotothree.org/resources/112-dc-0-3r-diagnostic-guidelines-axis-v-emotional-and-social-functioning • Understanding Challenging Behavior in Young Children https://youtu.be/acAJsiEKxzq 	<p>Websites/Video Clips:</p> <ul style="list-style-type: none"> • Scroll down for a list of articles regarding social and emotional wellbeing concerns in Spanish https://www.zerotothree.org/ espanol 	<p>Reflective Question(s):</p> <ol style="list-style-type: none"> 1. Did I hear anything new? What do I want to know more about? 2. What might it be like for the family if and when I discuss their child’s social-emotional concerns with them? 3. How do I feel about a young child having a mental health concern? What support do I need in order to be able to talk with a family about this?

Session Four:

January 20, 2018

Biopsychosocial Perspective on Temperament, Sensory Integration and Self-Regulation

Alignment with California Competencies

Domain 1

Knowledge Area C: Biological and Psychosocial Factors Impacting Outcomes. 5 hours

Participants will learn about the variable interaction between the biological factors, psychological factors and social emotional factors on temperament, sensory integration and self-regulation. Participants will practice considering multiple factors in helping a child and family dealing with temperament, sensory integration and self-regulations issues. Participants will gain a broader perspective that can be applied to specific cases in their current roles.

Objectives:

1. Participants will consider how a child's temperament and self-regulation are influenced by biological and psychosocial factors, including familial and cultural factors.
2. Participants will consider the sequence of development of self-regulation skills looking at both biological unfolding of capacities and shaping by culture, context and relationships.
3. Participants will practice examining multiple factors, including risk factors, that influence the development of self-regulation.
4. Participants will learn more about sensory integration difficulties in young children and how a child's unique way of experiencing the world can be supported by caregivers.

Readings January 20, 2018	Optional Materials for Further Exploration	Reflective Question(s)
<p>Articles:</p> <ul style="list-style-type: none"> • Anzalone, Marie E. <i>Sensory Integration and Self-regulation in Young Children: Assessment and Intervention</i> • Shonkoff and Phillip (2000). "Acquiring Self-Regulation." <i>Neurons to Neighborhoods: the science of early childhood development</i>, National Academy of Sciences, Chapter 5, pp. 93-123. <p>Websites/Video Clips/ Go to You Tube: Search for About Temperament (Chess & Thomas)</p>	<p>Websites/Video Clips/Podcasts:</p> <ul style="list-style-type: none"> • Zero to Three. http://www.zerotothree.org On Home page, type 'little kids, big questions', on page of podcasts, listen to the following: https://www.zerotothree.org/resources/280-how-babies-begin-to-develop-self-control-in-the-first-3-years 	<p>Reflective Question(s):</p> <ol style="list-style-type: none"> 1. Reflect on your own temperament. How does understanding temperament help parents? 2. Did the class remind you of a child you know? What have you learned that could help? What can mediate the challenges coming from sensory integration difficulties?

Session Five:

March 24, 2018

How We Can Optimize Resilience in Young Children and Their Families

Alignment with California Competencies

Domain 1

Knowledge Area D: Risk and Resiliency. 5 hours

This workshop will expand on material presented early this year and examine the interplay between risk and resiliency. Participants will learn more about approaches and factors that reduce risk and build resiliency in families dealing with immigration challenges, domestic violence and substance abuse. Resiliency building approaches and strategies that participants can integrate into their current roles will be discussed including the importance of building resilience within ourselves.

Objectives:

1. Increase awareness and capacity to support developmental protective factors, selecting strategies based on family values, culture and community resources.
2. Increase awareness of the impact of various forms of trauma and adversity on children and families. Explore strategies that facilitate effective responses to risk factors and promote resiliency in children and families.

3. Discuss complex issues that influence risk and resiliency through vignettes and videos that considers key concepts including: attachment, atypical development, communication and interaction problems.

Readings March 24, 2018	Optional Materials for Further Exploration	Reflective Question(s)
<p>Articles/Books:</p> <ul style="list-style-type: none"> • Pizzolongo, Peter and Hunter, Amy. I am Safe and Secure: Promoting Resilience in Young Children • In Brief: The Impact of Early Adversity on Children’s Development. Click on Toxic Stress Changes Brain Development. <p>Go to: http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series</p> <p>Websites:</p> <ul style="list-style-type: none"> • Center on the Developing Child at Harvard University http://developingchild.harvard.edu/ <p>Look on the left hand bar and find and click on Resources. Roll over Briefs on the left bar. Then roll over the link that emerges entitled: InBrief Series, and Click on the first link</p> <ul style="list-style-type: none"> • InBrief: The Science of Early Childhood Development. Also, InBrief: The Science of Neglect. <p>Download and read this PDF or watch the video.</p>	<p>Articles/Books:</p> <ul style="list-style-type: none"> • Lieberman, Alicia F., Padron, Elena N., Van Horn, Patricia, and Harris, William W. Angels in the Nursery: The Intergenerational Transmission of Benevolent Parental Influences. San Francisco General Hospital and University of California, San Francisco • KQED Interview with SF Pediatrician, Dr. Nadine Burke Harris, on How Toxic Stress Affects Children’s Health, Education. Reporter, S. Shafer. <p>Go to: http://blogs.kqed.org/newsfix/2014/02/07/bayview-pediatrician-on-how-toxic-stress-harms-kids</p>	<p>Reflective Question(s):</p> <ol style="list-style-type: none"> 1. What qualities within a relationship can have the potential for building psychological resilience within an individual? 2. How do I use my relationship with families to help build resilience in young children and their caregivers? 3. In what ways do I practice self-care related to the stressful parts of my work with children and families?

Session Six:

April 21, 2018

Why Relationships Matter and How Understanding Attachment Helps Us Support Healthy Relationships

Alignment with California Competencies

Domain 1

Knowledge Area A: Parenting, Caregiving, Family Functioning and Parent-Child Relationships. 2.5 hours

Knowledge Area B: Infant, Toddler and Preschool Development. 2.5 hours

Participants will learn about how the development of early relationships has been studied and how these ideas from attachment classifications can help us make sense of children's behavior at different ages. Expanding on November's seminar, participants will identify worrisome patterns in relationships and learn when there is a need to seek more consultation or make a mental health referral. Use of self in relationship-based work will be considered again as well as the effect of relationships upon other relationships.

Objectives:

1. Participants will learn some basic information about attachment theory as it applies to direct services with children and parents including, how to observe relationship patterns in young children and how to decide if more observation or consultation is needed.
2. Participants will explore how their own relationship with young children and their families shape the quality of their work.
3. Participants will expand their knowledge of various factors that impact development of secure relationships.

Readings April 21, 2018	Optional Readings & Further Exploration	Reflective Question(s)
<p>Article:</p> <ul style="list-style-type: none"> Classroom Organizations that Foster Positive Child-Teacher Relationships, “Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom - Chapter 6, pp. 92-102” (2002) Bowlby’s Theory of Attachment https://www.slideshare.net/prueethibalan9/bowlbys-theory-of-attachment Zero to Three: http://www.zerotothree.org Go to website. Click on Behavior and Development from top bar. Click next on Early Childhood Mental Health on the left side bar. Please read that page and watch the video entitled: Connecting with Babies: The Power of Parent/Child Interaction 	<ul style="list-style-type: none"> Nurturing the Nurturers: <i>The Importance of Sound Relationships in Early Childhood Interventions</i> https://www.wested.org/online_pubs/nurturing.pdf Velasco-Hodgson, M.Carolina and Kaplan-Sanoff, Margot (2014). “Mothering in a Foreign Land: Who Holds the Mother?: Supporting Immigrant Families With Infants and Young Children.” Zero to Three, pp. 25-30 [Note: This article is a classroom handout.] 	<p>Reflective Question(s):</p> <ol style="list-style-type: none"> How do I use my relationship with families to help build secure attachment in young children and their caregivers? How can knowledge of a child’s attachment pattern help me work better with the child and family. In what ways have I witnessed strengths in a caregiver-child relationship inspire of circumstances that might lead to an insecure or anxious attachment?